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ABSTRACT

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation of student activities. The rest of the document consists of matrices that describe the relationship of vocational skills to basic skills within the dental assisting program. These pages are organized by instructional unit and the topics within them. For each topic and associated task(s) are listed the theories and the communication, math, and science skills covered. Also listed are the expected student outcomes. The 20 units include: orientation; dental sciences; asepsis; prevention; preventive dentistry; recordkeeping; chairside procedures; four-handed dentistry; anesthesia; operative; radiological studies; cements and bases; dental materials; dental specialties; vital signs; inventory and supply ordering control; the special patient; and pharmacology. (KC)

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Competency Based Vocational Curricula

COM-LINK

With Basic Skills And Academic Linkages

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In Cooperation With The

New Jersey State Department of Education

Division of Vocational Education

And

Ocean County Vocational-Technical School

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Ocean County Vocational-Technical School

Dental Assisting

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PHILOSOPHY OF EDUCATION

The Ocean County Vocational-Technical Education Program should consist of those courses, activities and experiences which are designed to prepare students for a successful entrance in a given field of work. The program should be based upon an analysis of the worker needs of the field of work, the opportunities and requirements for entrance, and the particular characteristics and needs of the students.

We believe that:

The school should educate and train the students to live effectively in our ever-changing world.

The school should provide, for each student, intensive training toward general and specific job objectives, and setting standards of performance in keeping with the requirements of that particular field of work.

All students should evidence the interest, aptitude, and ability to profit from the specialized instruction, and this should be a condition of entrance into or continuance in a given field of work.

Equal attention should be given in the school program to develop sound character, good citizenship, ability to think critically, and maintain good mental and physical health.

The school must be constantly striving to fulfill its ultimate purpose; that of serving the students and the community. The school should give careful consideration to the needs, interests, and capacities of the students and the educational and technical background, experience, training, and professional interest of the professional staff as they develop a working philosophy of education.

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PREFACE

The curriculum format employed by this project is competency based and utilizes the Ocean County Vocational-Technical Schools' curriculum infused model for the teaching of basic skills as part of vocational education. The design demonstrates the relationship of vocationally related skills to communication, mathematics and science knowledge. Proficiences with regard to student outcomes cannot be achieved without mastery in related academic areas. All student outcome objectives are predicated upon entry level skills which reflect the dictates of the job marketplace and industry. In addition, basic skills matrices developed by the district are included. The totality of this package is designed to facilitate the vocational teaching process and to enchance the learning experiences of our students.

POTENTIAL OPPORTUNITY FOR AWARDING ACADEMIC CREDITS FOR STUDENTS AT OCEAN COUNTY VOCATIONAL-TECHNICAL SCHOOL

450 hours - 1 year course at O.C.V.T.S.
900 hours - 2 year course at O.C.V.T.S.
1000 hours - 2 year Beauty Culture course

120 hours per year needed for 5 credits
60 hours per year needed for 2½ credits

COURSE	TOTAL HOURS	HOURS SPENT ON COMMUNICATION SKILLS	HOURS SPENT ON COMPUTATION SKILLS	HOURS SPENT ON SCIENCE	TIME ON OCCUPATIONAL ACTIVITIES IN CLASS OR SHOP
AIR CONDITIONING, REFRIGERATION AND HEATING	900	140	120	120	520
AUTO BODY REPAIR	900	130	120	125	525
AUTOMOTIVE MECHANICS	900	150	120	120	510
AUTOMOTIVE AND DIESEL ENGINE REBUILDING	900	216	126	125	433
BEAUTY CULTURE I AND II	1000	240	120	130	515
BUILDING TRADES	900	135	120	130	515
BUSINESS RELATIONS - MEDIA/MODELING	450	200	60	40	150
CHILD CARE AIDE	900	240	120	122	418
COMMERCIAL ART AND PRINTING	900	120	215	75	580
COMMERCIAL BUILDING CONSTRUCTION (MASONRY)	900	130	125	130	515

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120 hours per year needed for 5 credits
60 hours per year needed for 2½ credits

COURSE	TOTAL HOURS	HOURS SPENT ON COMMUNICATION SKILLS	HOURS SPENT ON COMPUTATION SKILLS	HOURS SPENT ON SCIENCE	TIME ON OCCUPATIONAL ACTIVITIES IN CLASS OR SHOP
COMMERCIAL PHOTOGRAPHY & TELEVISION PRODUCTION	900	150	125	80	545
CUSTOM CABINETMAKING	900	130	120	60	590
DENTAL ASSISTING	450	168	65	77	140
DESIGN DRAFTING	900	135	150	165	450
ELECTRICAL TRADES	900	106	120	124	550
FASHION MERCHANDISING	450	200	60	40	150
FOOD SERVICES	900	206	132	125	437
INDUSTRIAL AUTOMATION AND ELECTRONICS	900	129	140	132	499
INTERIOR DESIGN	900	210	130	120	440
LANDSCAPING AND GREENHOUSE TECHNOLOGY	900	125	125	175	475

POTENTIAL OPPORTUNITY FOR AWARDING ACADEMIC CREDITS FOR STUDENTS AT OCEAN COUNTY VOCATIONAL-TECHNICAL SCHOOL

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900 hours - 2 year course at O.C.V.T.S.
1000 hours - 2 year Beauty Culture course

120 hours per year needed for 5 credits
60 hours per year needed for 2½ credits

COURSE	TOTAL HOURS	HOURS SPENT ON COMMUNICATION SKILLS	HOURS SPENT ON COMPUTATION SKILLS	HOURS SPENT ON SCIENCE	TIME ON OCCUPATIONAL ACTIVITIES IN CLASS OR SHOP
MARINE ENGINE AND BOAT SERVICES	900	164	120	125	491
MEDICAL OFFICE RECEPTIONIST/ASSISTANT	450	173	60	77	140
MEDICAL SKILLS AND RELATED HEALTH CAREERS	450	135	65	125	125
MEDICAL SKILLS (ADVANCED)	450	125	60	125	140
PLUMBING AND HEATING	900	140	120	120	520
RECREATIONAL VEHICLE MAINTENANCE AND REPAIR	900	125	130	60	585
T.V. AND COMPUTER REPAIR	900	125	150	175	450
WELDING	900	135	120	100	545

COMMUNICATION SKILLS

Listed below are all courses offered at the Ocean County Vocational-Technical School. The asterisk indicates that the topic is studied in that curriculum.

COURSE	Functional Reading Skills	Vocabulary	Identifying Main Ideas	Meanings in Context	Inferences	Fact/Opinion Distinction	Signal Words	Parts of Textbook/Manual	Following Directions	Outlining and Note Taking	Interpretation of Maps, Graphs and Charts	Interpretation of Diagrams	Test Taking Skills	Expository Writing Skills	Problem Solving	Spelling	Oral Communications	Study Skills	Resume Writing	Job Application Skills
AIR CONDITIONING, REFRIGERATION AND HEATING	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
AUTO BODY REPAIR	*	*		*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
AUTOMOTIVE MECHANICS	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
AUTOMOTIVE AND DIESEL ENGINE REBUILDING	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
BEAUTY CULTURE I AND II	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
BUILDING TRADES	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
BUSINESS RELATIONS - MEDIA/MODELING/TRAVEL	*	*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	*	*	*
CHILD CARE AIDE	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
COMMERCIAL ART AND PRINTING CAREERS	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
COMMERCIAL BUILDING CONSTRUCTION (MASONRY)	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
COMMERCIAL PHOTOGRAPHY AND TELEVISION PRODUCTION	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
CUSTOM CABINETMAKING	*	*		*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
DENTAL ASSISTING	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*

COMMUNICATION SKILLS - CONTINUED

COURSE	Functional Reading Skills	Vocabulary	Identifying Main Ideas	Meanings in Context	Inferences	Fact/Opinion Distinction	Signal Words	Parts of Text-book/Manual	Following Directions	Outlining and Note Taking	Interpretation of Maps, Graphs and Charts	Interpretation of Diagrams	Test Taking Skills	Expository Writing Skills	Problem Solving	Spelling	Oral Communications	Study Skills	Resume Writing	Job Application Skills
DESIGN DRAFTING	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
ELECTRICAL TRADES	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
FASHION MERCHANDISING	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
FOOD SERVICES	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
INDUSTRIAL AUTOMATION AND ELECTRONICS	*	*	*		*	*			*	*	*	*	*	*	*	*	*	*	*	*
INTERIOR DESIGN	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
LANDSCAPING AND GREENHOUSE TECHNOLOGY	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
MARINE ENGINE AND BOAT SERVICE	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
MEDICAL OFFICE RECEPTIONIST/ASSISTANT	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
MEDICAL SKILLS AND RELATED HEALTH CAREERS	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
MEDICAL SKILLS (ADVANCED)	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
PLUMBING AND HEATING	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
RECREATIONAL VEHICLE MAINTENANCE AND REPAIR	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
T.V. AND COMPUTER REPAIR	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
WELDING	*	*	*			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

MATHEMATICS SKILLS

Listed below are all courses offered at the Ocean County Vocational-Technical School. The asterisk indicates that the topic is studied in that curriculum.

COURSE	Whole Numbers	Common Fractions	Decimals	Percentages	Weights and Measurements	Ratio and Proportion	Powers and Roots	Formulas	Estimating	Geometry	Basic Trigonometric Functions	Graphs
AIR CONDITIONING, REFRIGERATION AND HEATING	*	*	*	*	*	*	*	*	*	*	*	*
AUTO BODY REPAIR	*	*	*	*	*	*	*	*	*	*		*
AUTOMOTIVE MECHANICS	*	*	*	*	*	*	*	*	*			*
AUTOMOTIVE AND DIESEL ENGINE REBUILDING	*	*	*	*	*	*	*	*	*	*		*
BEAUTY CULTURE I AND II	*	*	*	*	*	*	*	*	*	*	*	*
BUILDING TRADES	*	*	*	*	*	*	*	*	*	*	*	*
BUSINESS RELATIONS - MEDIA/MODELING/TRAVEL	*		*	*		*			*			*
CHILD CARE AIDE	*	*	*	*	*	*		*	*	*	*	*
COMMERCIAL ART AND PRINTING CAREERS	*	*	*	*	*	*		*	*	*		*
COMMERCIAL BUILDING CONSTRUCTION (MASONRY)	*	*	*	*	*	*	*	*	*	*	*	*
COMMERCIAL PHOTOGRAPHY AND TELEVISION PRODUCTION	*	*	*	*	*	*	*	*	*	*	*	*
CUSTOM CABINETMAKING	*	*	*	*	*	*	*	*	*	*	*	*
DENTAL ASSISTING	*	*	*	*	*	*		*	*			*

MATHEMATICS SKILLS - CONTINUED

COURSE	Whole Numbers	Common Fractions	Decimals	Percentages	Weights and Measurements	Ratio and Proportion	Powers and Roots	Formulas	Estimating	Geometry	Basic Trigonometric Functions	Graphs
DESIGN DRAFTING	*	*	*	*	*	*		*	*	*	*	*
ELECTRICAL TRADES	*	*	*	*	*	*	*	*	*	*	*	*
FASHION MERCHANDISING	*	*	*	*	*	*		*	*	*		*
FOOD SERVICES	*	*	*	*	*	*		*	*	*		*
INDUSTRIAL AUTOMATION AND ELECTRONICS	*	*	*	*	*	*		*	*	*	*	*
INTERIOR DESIGN	*	*	*	*	*	*		*	*	*		*
LANDSCAPING AND GREENHOUSE TECHNOLOGY	*	*	*	*	*	*		*	*	*	*	*
MARINE ENGINE AND BOAT SERVICE	*	*	*	*	*	*		*			*	*
MEDICAL OFFICE RECEPTIONIST/ASSISTANT	*	*	*	*	*	*	*	*	*	*		*
MEDICAL SKILLS AND RELATED HEALTH CAREERS	*	*	*	*	*	*		*	*	*	*	*
MEDICAL SKILLS (ADVANCED)	*	*	*	*	*	*		*	*	*	*	*
PLUMBING AND HEATING	*	*	*	*	*	*	*	*	*	*	*	*
RECREATIONAL VEHICLE MAINTENANCE AND REPAIR	*	*	*	*	*	*	*	*			*	*
T.V. AND COMPUTER REPAIR	*	*	*	*	*	*	*	*		*	*	*
WELDING	*	*	*	*	*	*		*	*	*	*	*

SCIENCE SKILLS

Listed below are all courses offered at the Ocean County Vocational-Technical School. Those listed as "Not Available" do not offer enough hours to qualify for credits in your high school. However, we have noted the skills covered. Those listed with an asterisk after the title are eligible. The asterisk indicates that the topic is studied in that curriculum.

	HUMAN ANATOMY						ASTRONOMY			CHEMISTRY			PHYSICS					ECOLOGY				
COURSE	Cellular Theory	Skeletal System	Muscles	System of Body	Diseases	Psychology	Solar System	Gravity	Weather	Matter	Chemical Reactions	Applied Chemistry	Light	Magnetism	Heat	Magnetism and Electricity	Nuclear Energy	Botany	Food Production	Fuels	Nutrition	Waste Disposal
AIR CONDITIONING, REFRIGERATION AND HEATING							*	*	*	*	*	*		*	*	*				*	*	
AUTO BODY REPAIR								*	*	*	*	*	*	*	*					*		*
AUTOMOTIVE MECHANICS								*		*	*	*	*	*	*	*				*		
AUTOMOTIVE DIESEL AND ENGINE REBUILDING								*		*	*	*		*	*	*	*			*		*
BEAUTY CULTURE I AND II	*	*	*	*	*	*				*	*	*	*		*	*					*	
BUILDING TRADES							*	*	*	*	*	*	*		*	*		*		*		
BUSINESS RELATIONS - MEDIA/MODELING/TRAVEL	* N	* O	* T	* A	V	* A	I	L	A	B	L	E										
CHILD CARE AIDE	*	*	*	*	*	*			*		*	*		*	*			*	*		*	*
COMMERCIAL ART AND PRINTING CAREERS	N	O	T	A	V	A	I	* L	A	* B	* L	* E	*		*	*						*
COMMERCIAL BUILDING CONSTRUCTION (MASONRY)	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*		*		*	*	*
COMMERCIAL PHOTOGRAPHY AND TELEVISION PRODUCTION	N	O	T	A	V	* A	I	* L	A	* B	* L	* E	*		*	*						*
CUSTOM CABINETMAKING	* N	O	T	A	V	A	I	* L	A	* B	* L	* E			*			*				
DENTAL ASSISTING	*	*	*	*	*	*				*	*	*	*								*	*

SCIENCE SKILLS - CONTINUED

COURSE	HUMAN ANATOMY						ASTRONOMY			CHEMISTRY			PHYSICS					ECOLOGY				
	Cellular Theory	Skeletal System	Muscles	System of Body	Diseases	Psychology	Solar System	Gravity	Weather	Matter	Chemical Reactions	Applied Chemistry	Light	Magnetism	Heat	Magnetism and Electricity	Nuclear Energy	Botany	Food Production	Fuels	Nutrition	Waste Disposal
DESIGN DRAFTING							*	*	*	*		*	*		*	*	*			*		*
ELECTRICAL TRADES							*	*	*	*	*		*	*	*	*	*		*			
FASHION MERCHANDISING	*	*	*	*		*		*		*	*	*	*								*	
FOOD SERVICES					*	*		*	*		*	*	*		*				*		*	*
INDUSTRIAL AUTOMATION AND ELECTRONICS								*		*			*	*	*	*	*			*		
INTERIOR DESIGN		*	*			*	*	*	*	*	*	*	*		*	*						
LANDSCAPING AND GREENHOUSE TECHNOLOGY							*	*	*		*	*	*		*	*		*	*	*	*	*
MARINE ENGINE AND BOAT SERVICE								*	*	*	*	*	*	*	*	*		*		*		
MEDICAL OFFICE RECEPTIONIST/ASSISTANT	N	* O	* T	* A	* V	* A	I	L	A	B	* L	E										*
MEDICAL SKILLS AND RELATED HEALTH CAREERS	*	*	*	*	*	*		*		*	*					*			*		*	*
MEDICAL SKILLS (ADVANCED)	*	*	*	*	*	*		*		*	*					*			*		*	*
PLUMBING AND HEATING					*		*	*	*	*	*	*			*	*		*		*		*
RECREATIONAL VEHICLE MAINTENANCE AND REPAIR	N	O	T	A	V	A	I	* L	A	* B	* L	* E	*	*	*	*				*		*
T.V. AND COMPUTER REPAIR										*	*	*	*	*	*	*				*		
WELDING								*		*	*	*	*	*	*	*				*		

COURSE OBJECTIVES

1. To prepare students with entry level skills, abilities and knowledge for employment in dental assisting.

2. To present 900 hours of instruction and practice in dental assisting in accordance with the course curriculum and skill profile outline.

3. To provide a detailed summary evaluation of the proficiency achieved by each student representing the most important content areas presented in the dental assisting skill profile.

4. To help each student develop positive attitudes and ideals related to their occupation in dental assisting and understand their own capabilities and potential.

5. To instill in each student the need to plan for their professional growth through continuous learning in their chosen occupation.

STUDENT ACTIVITIES

All students enrolled in the Ocean County Vocational-Technical School are encouraged to join Vocational Industrial Clubs of America (VICA). Student activities are infused into each program. Each building has a student government and a student activities program separate from VICA. Additionally, students from each center and every class are encouraged to participate in the VICA Leadership and Job Demonstration Contests which begin in the centers and radiate throughout the district as Ocean County Vocational-Technical School inter school winners are chosen.

Student activities emphasize the basic precepts of VICA, as well as the basic tenets of democracy. Within the context, each of our programs teaches the dignity of work, high standards in trade ethics and safety, and a belief in the free enterprise economic system.

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UNIT: ORIENTATION - DENTAL ASSISTING PROGRAM

TOPIC: STUDENT HANDBOOK

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. School rules and regulations	A. Student rights and responsibilities B. Student grievance procedures C. Student expectations D. School code of discipline E. Attendance and graduation policy F. Student transfers G. Grading system H. Accidents I. Bedside instruction J. Cooperative Industrial Education (C.I.E.) K. Driving policy L. Drug and alcohol policy M. Early dismissal procedures N. Lockers O. Driver permits P. School closing procedures Q. Smoking R. Student progress reports S. Telephones T. Theft U. Tools and equipment	A. Note taking B. Filling out forms C. Oral communication D. Test taking skills E. Functional reading skills (Student Handbook)			A. The student will know what is expected of him/her for the school year in order to promote effective learning conditions Written test B. The student will know the standards to be met within the school and classroom Written test

UNIT: ORIENTATION - CONTINUED

TOPIC: STUDENT CONTRACT AND STUDENT ACTIVITIES

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
II. Student contract	A. Attendance B. Request for make-up work C. Extra help with assigments or lessons D. Homework assignments E. Requirements for each marking period (quarterly projects) F. Notebooks, etc. G. Field trips H. Passing test grade I. Daily grading system J. Lockers K. Daily cleaning duties L. Comparison of private schools M. Student clinical attire N. Course overview O. Skill profile P. Discuss workbook and textbook	A. Note taking B. Filling out forms C. Oral communication D. Test taking skills E. Functional reading skills (Student contract)			A. The student will know what is expected of him/her for the school year in order to promote effective learning Written test B. The student will know the standards to be met within the school and classroom Written test
III. Student activities	A. Vocational Industrial Clubs of America (VICA) B. Student council C. Special school projects D. HOSA				

UNIT: ORIENTATION - CONTINUED

TOPIC: CAREER OPPORTUNITIES

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Dental office opportunities 1. Dental chairside assistant 2. Dental assistant with x-ray license (New Jersey State Radiology Exam license) 3. Certified dental assistant (National Board Exam) a. general b. orthodontic c. maxillo/facial surgeon d. office management 4. Registered dental assistant/expanded function assistant (New Jersey State Board Exam license) 5. Dental office manager B. Educational opportunities 1. School management a. owner or director of private school b. department head in public school c. supervisor 2. Teacher 3. Dental laboratory technician 4. Merchandising a. salesperson /dental supply company b. salesperson /dental laboratory 5. Dental insurance claims person 6. Freelance writer of professional journals 7. Dental hygienest 8. Dentist (eight specialty areas)	A. Note taking B. Functional reading skills C. Identifying main ideas D. Test taking skills			A. The student will be able to explain the career steps in dental assisting and state education and requirements Written test B. The student will be able to name the persons in the dental team and describe their duties and educational requirements Written test C. The student will be able to explain the eight specialty areas of dentistry on a written test D. The student will be able to explore career routes within the dental occupational cluster Written test

UNIT: ORIENTATION - CONTINUED

TOPIC: PROFESSIONAL STATUS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Dental affiliation for dental assistants B. Certification requirements C. Registration requirements D. Radiography requirements E. Advantage of professional affiliation F. Continuing education 1. Certified dental assistant - 12 credits per year 2. Registered dental assistant - 20 credits every four years	A. Functional reading skills B. Note taking C. Test taking			A. The student will be able to explain the importance of the affiliation with the American Dental Assistants Association Written test B. The student will be able to name the New Jersey State requirements necessary to become a certified, registered and x-ray licensed dental assistant on a written examination C. The student will be able to explain the importance and necessity of continuing education on a written test

UNIT: ORIENTATION - CONTINUED

TOPIC: PROFESSIONAL CONDUCT

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Dentistry profession B. Professional conduct C. Dentist/patient relationship D. Staff/patient relationship E. Interpersonal relationship with staff F. Confidentiality G. Ethics H. Professional liability - malpractice I. Dental practice acts J. Dental assistants creed	A. Functional reading skills B. Identifying main ideas C. Note taking D. Oral communication E. Vocabulary F. Fact - Opinion distinction		Psychology	A. The student will be able to describe the conduct required of a dental assistant Written test B. The student will be able to demonstrate professional conduct during classroom training and during clinical experience Performance test C. The student will be able to define ethics and confidentiality Written test D. The student will be able to explain the importance of the Dental Practice Act and its relation to professional liability and malpractice Written test

UNIT: ORIENTATION - CONTINUED

TOPIC: CAREER QUALIFICATIONS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Professional attributes B. Appearance C. Personal hygiene D. Oral hygiene E. Components of proper uniform	A. Functional reading skills B. Identifying main ideas C. Note taking D. Vocabulary E. Problem solving		A. Diseases B. Psychology C. Systems of the body	The student will be able to 1. Explain the importance of personal and oral hygiene on a written examination 2. Describe the components of a proper uniform and professional appearance on a written examination 3. Demonstrate good oral and personal hygiene on clinical experience and in class (performance test) 4. Wear proper clinical attire on clinical experience (performance test)

UNIT: ORIENTATION - CONTINUED

TOPIC: SAFETY

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Hazards in the dental office 1. Treatment rooms 2. Laboratory B. Prevention of hazards in the dental office 1. Proper posture while assisting the dentist 2. Proper clinical attire a. gloves b. masks c. goggles 3. Toxic materials and necessary precautions a. mercury b. radiation c. nitrous oxide d. disinfectants 4. Infectious diseases and necessary precautions a. hepatitis B b. herpes c. AIDS 4. Lab injuries	A. Functional reading skills B. Following directions C. Note taking D. Study skills		A. Human anatomy B. Infection control C. Waste disposal	A. The student will assume responsibility for general safety measures in all areas of dental practice Written test B. The student will be able to complete the safety review test with 100% accuracy C. The student will be able to complete test for following directions D. The student will be able to name three hazards that may occur in a dental office and preventive measures to be taken Oral test

UNIT: ORIENTATION - CONTINUED

TOPIC: DENTAL TERMINOLOGY

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	Dental prefixes and suffixes	A. Functional reading skills B. Note taking C. Test taking skills D. Vocabulary E. Inferences			The student will be able to demonstrate knowledge of basic, introductory level dental terms necessary in any dental auxiliary field Written test

UNIT: ORIENTATION - CONTINUED

TOPIC: JOB SEARCH

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Employment opportunities B. Resume C. Cover letter D. Thank you letter E. Employment agencies F. Classified ads G. Job interview techniques H. Personal data folder I. Personal advancement	A. Functional reading skills B. Identifying main ideas C. Note taking D. Job search skills			A. The student will be able to name three job opportunities in a dental environment Written test B. The student will be able to select three job opportunities in a dental environment from classified section of the newspaper Performance test C. The student will be able to select dental office for clinical experience Performance test D. The student will be able to construct a resume with 100% accuracy Performance test E. The student will be able to complete a personal data folder Performance test F. The student will be able to complete job application forms Performance test

UNIT: DENTAL SCIENCES

TOPIC: DENTAL ANATOMY OF HEAD AND NECK

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Landmarks of the oral cavity 1. Lubia 2. Gingiva 3. Hard and soft palate 4. Uvula 5. Mucosa 6. Tongue 7. Frenum 8. Pharynx B. Supporting structures of the teeth 1. Bone 2. Gingiva 3. Periodontal ligament C. The maxillae 1. Nasal 2. Zygomatic/malar 3. Palatal 4. Alveolar 5. Median palatine suture 6. Sinus D. The mandible 1. Body 2. Rami 3. Condyloid process 4. Coronoid process 5. Sigmoid notch 6. Alveolar E. The foramens of the oral cavity 1. Incisive foramen 2. Greater palatine foramen 3. Superior alveolar foramen 4. Infraorbital foramen 5. Mandibular foramen 6. Mental foramen F. Composition and formation of the teeth	A. Functional reading skills B. Identifying main ideas C. Note taking D. Vocabulary E. Spelling F. Oral communication		A. Human anatomy 1. Systems of body 2. Cellular theory 3. Muscles B. Psychology	A. The student will be able to identify, locate and chart landmarks of the oral cavity Written test B. The student will be able to identify and locate the supporting structures of the teeth Written test C. The student will be able to locate and identify the anatomical bones of the face on a model skull Performance test D. The student will be able to identify and locate the anatomy of the mandible on a dental skill Performance test E. The student will be able to label the foramina on a skull diagram Written test F. The student will be able to identify the parts and tissues of a tooth on a diagram Written test G. The student will be able to identify and locate the structures of a tooth Written test H. The student will be able to name, locate and describe the functions of primary and permanent teeth Written test

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	G. Tooth morphology 1. Deciduous teeth a. treatment of traumatized teeth b. pediatric appliances c. assisting with a child patient d. importance of primary teeth / prevention e. eruption / exfoliation process 2. Permanent teeth a. anatomical features of individual permanent teeth b. surfaces of the teeth H. Salivary glands and ducts 1. Parotid gland 2. Submaxillary 3. Sublingual 4. Stensen's duct 5. Wharton's duct 6. Sublingual duct I. Temporomandibular joint 1. Disfunction and treatment 2. Glenoid fossa 3. Meniscus J. Muscles of mastication 1. Temporal 2. Masseter 3. Internal pterygoid 4. External pterygiod				I. The student will be able to explain the purpose of pulpotomy, pulp capping and space maintainers orally J. The student will be able to demonstrate the tell-show-do method of treating pediatric patients in a treatment room Performance test K. The student will be able to explain the importance of deciduous teeth and their functions to the class Performance test L. The student will be able to identify landmarks peculiar to each tooth in the maxillary mandibular arches Written test M. The student will be able to label the salivary glands and ducts on a diagram Written test N. The student will be able to label the muscles of mastication on a diagram Written test O. The student will be able to pass a written examination on dental anatomy

UNIT: DENTAL SCIENCES - CONTINUED

TOPIC: TRIGEMINAL NERVE/CRANIAL NERVE

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Explain the location and three divisions of the trigeminal nerve on a dental skull	Trigeminal nerve - three divisions 1. Opthalmic 2. Maxillary 3. Mandibular	A. Functional reading skills B. Oral communications	A. Whole numbers B. Graphs	Human anatomy	

UNIT: DENTAL SCIENCES - CONTINUED

TOPIC: ORAL PATHOLOGY

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Visually examine oral cavity for pathology II. Describe symptoms which could indicate oral cancer III. Identify common conditions of the oral cavity	Definition of oral pathology 1. Nutritional disorders 2. Oral soft tissue conditions 3. Oral cancer 4. Normal conditions	A. Functional reading skills B. Vocabulary C. Oral communication		A. Cellular theory B. Skeletal system C. System of body D. Diseases E. Psychology F. Chemical reactions	A. The student will be able to describe oral pathology, its necessity and relationship to dentistry B. The student will be able to list and describe the types of oral cancer C. The student will be able to list the seven warning signals of cancer D. The student will be able to name four nutritional disorders which may appear in the oral cavity E. The student will be able to pass a written test on the above material

UNIT: ASEPSIS

TOPIC: INFECTION CONTROL

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Manually scrub instruments to sanitize	A. Sanitization 1. Manual scrub 2. Ultrasonic cleaner 3. Handwashing	A. Functional reading skills	A. Ratio and proportion	A. Diseases	A. The student will be able to name and describe common pattrogens on a written test
II. Place soiled instruments in ultrasonic cleaner to sanitize	B. Growth of microorganisms	B. Vocabulary	B. Common fractions	B. Psychology	B. The student will be able to describe the cycle of infection on a written test
III. Wash hands using a surgical scrub	C. Disease transmission	C. Identifying main ideas	C. Weight and measures	C. Chemical reactions	C. The student will be able to describe health habits that aid in resisting disease on a written test
IV. Place ultrasonic solution in cleaner in proper dilution	D. Disease prevention	D. Outlining	D. Formulas	D. Waste disposal	D. The student will be able to describe the difference between sanitization, disinfection and sterilization and give an example of each on a written test
V. Prepare instruments for autoclave	E. Disinfection 1. Cold sterilizer 2. Germicides and disinfectants	E. Note taking			E. The student will be able to demonstrate the safe operation of the autoclave and hot bead sterilizer Performance test
VI. Operate autoclave properly	F. Sterilization 1. Autoclave 2. Hot bead sterilizer 3. Dry-clave 4. Chemiclave	F. Spelling			F. The student will be able to demonstrate proper hand washing technique Performance test
VII. Sterilize instruments using the hot bead sterilizer	G. Barrier methods on high risk patients	G. Study skills			G. The student will be able to pass a unit test on aseptic technique

UNIT: PREVENTION

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Demonstrate the four methods of toothbrushing on a model	A. Fluoride 1. Systemic 2. Topical	A. Functional reading skills	A. Ratio and proportion	A. Cellular theory	A. The student will be able to identify topical versus systemic fluoride solutions on a written test
II. Prepare a prophylaxis set-up in operatory	B. Dental plaque control 1. Toothbrushing techniques 2. Flossing techniques 3. Dental cleaning aids	B. Note taking	B. Graphs	B. Skeletal system	B. The student will be able to demonstrate proper techniques for application of fluoride by dentist Performance test
III. Prepare a fluoride set-up in operatory	C. Composition of plaque 1. Formation of plaque 2. Formation of tartar	C. Vocabulary		C. Diseases	C. The student will be able to teach toothbrushing techniques (four methods) using a professional brush Performance test
IV. Teach dental health education to the community	D. Stages of periodontal disease 1. Gingivitis 2. Moderate periodontitis 3. Advanced periodontitis	D. Spelling		D. Psychology	D. The student will be able to demonstrate the proper use of dental floss on a dental model Performance test
V. Apply sealants to teeth on dental model	E. Six steps in preventive dentistry	E. Following directions		E. Nutrition	E. The student will be able to name the six steps in preventive dentistry on a written test
	F. Professional prophylaxis	F. Oral communication		F. Light	F. The student will be able to prepare a prophylaxis set-up in operatory Performance test
	G. Patient motivation/education				G. The student will be able to prepare a fluoride set-up in operatory Performance test
	H. Community involvement				H. The student will be able to teach dental health education to the community (nursery school and geriatric center) Performance test
	I. Sealants 1. Light cure 2. Chemical cure				I. The student will be able to apply sealants to teeth on dental model Performance test
					J. The student will be able to pass a written test on the prevention unit

UNIT: PREVENTIVE DENTISTRY

TOPIC: NUTRITION

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Keep a daily diary of all food eaten for one week II. Analyze diet eaten and make suggestions for improvement III. Formulate a nutritionally sound diet for one day	A. Diet for dental health B. Preventive diet C. Six essential elements in a nutritional diet	A. Functional reading skills B. Outlining C. Note taking D. Vocabulary E. Spelling F. Following directions G. Oral communication	A. Whole numbers B. Percentages C. Weights and measures D. Formulas	A. Skeletal system B. Muscles C. System of body D. Psychology E. Nutrition	A. The student will be able to explain the importance of diet and exercise Written test B. The student will be able to name the four basic food groups and state minimum number of servings per day on a written test C. The student will be able to name the water versus fat soluble vitamins Written test D. The student will be able to name the six elements of a healthy diet and give an example of each on a test E. The student will be able to give examples of cariogenic and carcinogenic foods Written test

UNIT: RECORD KEEPING

TOPIC: HISTORY

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Definition of medical history B. Reasons for maintaining medical records C. Legal document D. Subjective information E. Objective information F. Related medical abbreviations G. Various forms H. Problem oriented medical records I. Medical reports J. Procedure for making corrections K. Ownership of a medical record	A. Functional reading skills B. Outlining C. Note taking D. Vocabulary			A. The student will be able to explain the following on a written test 1. Medical record 2. Proper procedure to make a correction in a medical record 3. Subjective information 4. Objective information 5. Importance of accurate records 6. Charting 7. Why medical history forms vary in detail and style 8. Chief complaint 9. Present illness 10. Review systems 11. Family history 12. Past history B. The student will be able to compare traditional medical records to problem oriented medical records

UNIT: RECORD KEEPING - CONTINUED

TOPIC: DENTAL CHARTING

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Chart using appropriate dental symbols and abbreviations II. Record an accurate medical history III. Record financial information on dental chart	A. Charting procedures 1. Use of pen and pencil 2. Legal implications B. Numbering the teeth 1. Universal system 2. Palmer system C. Dental symbols D. Restorations and carious areas E. Cavity classifications F. Recording services rendered - dental abbreviations G. Financial information H. Medical history	A. Note taking B. Functional reading skills C. Oral communications D. Interpretation of charts	A. Whole numbers B. Common fractions C. Percentages	A. Human anatomy B. Graphs	A. The student will be able to prepare sample charts from simulated charting activity using the universal system and palmer system Performance test B. The student will be able to record restorations, caries, etc. using appropriate dental symbols Performance test C. The student will be able to state five cavity classifications and give examples of each on a written test D. The student will be able to prepare an accurate medical history on a student Performance test E. The student will be able to record all financial information on a dental chart Performance test

UNIT: RECORD KEEPING - CONTINUED

TOPIC: DENTAL LABORATORY RECORDS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Complete a dental laboratory prescription (simulation) II. Using a calendar and a dental lab schedule, schedule a case for try-in III. Wrap and pack all materials to be sent to lab properly IV. Label a lab box for each patient case	A. Describe the services of a dental laboratory B. Writing laboratory prescriptions 1. Pertinent information 2. Scheduling cases C. Packing lab cases properly D. Laboratory boxes E. Class trip to dental lab	A. Functional reading skills B. Vocabulary C. Following directions D. Oral communication	Whole numbers		A. The student will be able to describe the services of a dental laboratory B. The student will be able to pass a performance test on all tasks C. The student will visit a dental laboratory on a class trip

UNIT: CHAIRSIDE PROCEDURES

TOPIC: USE OF CHAIRSIDE UNIT AND CHAIR

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Identify and demonstrate the use of dental unit components in dental treatment room II. Demonstrate methods of care for unit and chair including lubrication and disinfection	A. Objectives - identify the following 1. Dental chair 2. Dental light 3. Saliva ejector 4. Oral evacuator 5. Cuspidor 6. Rheostat 7. Mobile cabinet 8. Dentist's mobile cart 9. Straight handpiece 10. Contra-angle 11. Prophy-angle 12. Ultraspeed handpiece 13. Air/water syringe 14. Dental tray B. Care and maintenance of unit	A. Oral communication B. Vocabulary C. Functional reading skills D. Following directions E. Note taking F. Test taking skills		A. Waste disposal B. Systems of body	The student will be able to identify and explain the use for chairside unit components Written test

UNIT: CHAIRSIDE PROCEDURES - CONTINUED

TOPIC: SEATING A PATIENT/DISMISSING PATIENTS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Demonstrate the correct seating and positioning of the patient in the dental chair II. Place a bib on patient correctly III. Remove bib, reset chair and escort patient to reception area	A. Objectives 1. Make patient comfortable 2. Properly position patient in chair for dental treatment planned B. Prepare patient for treatment 1. Bib 2. Clip 3. Remove lipstick 4. Adjust dental light 30 to 42" from oral cavity C. Dismissing patients 1. Reset dental chair 2. Remove bib 3. Clean lips and face 4. Escort patient to reception area	A. Following directions B. Oral communication C. Note taking D. Problem solving		A. Skeletal systems B. Waste disposal C. Psychology	

UNIT: CHAIRSIDE PROCEDURES - CONTINUED

TOPIC: STANDARD EXAMINATION SET UP

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Place and identify materials to be used during a basic dental examination	A. Identify instruments B. Describe usage of instruments 1. Mouth mirror 2. Explorer 3. Cotton pliers 4. Periodontal probe C. Identify and describe 1. 2 x 2 gauze 2. Cotton rolls 3. Cotton pellets 4. Bib	A. Oral communications B. Functional reading skills C. Vocabulary D. Following directions E. Note taking		A. Systems of body B. Psychology C. Diseases D. Waste disposal	The student will be able to identify instruments and materials to be used during a dental examination Performance test

UNIT: CHAIRSIDE PROCEDURES - CONTINUED

TOPIC: TOPICAL FLUORIDE SET UP

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Place and identify materials used in the fluoride set up	Objectives 1. Types of topical fluoride solutions 2. Application procedure for topical fluoride 3. Dentist or registered dental hygienist may administer topical fluoride treatment 4. Safety a. proper treatment intervals b. dangers of over prescription of fluoride (mottled channel/fluorsis) 5. Materials to be used in fluoride application a. fluoride gel b. fluoride trays c. timer	A. Functional reading skills B. Vocabulary C. Following directions D. Spelling	A. Common fractions B. Whole numbers C. Weights and measurement D. Ratio and proportion	A. Cellular theory B. Skeletal system C. Systems of body D. Diseases	A. The student will be able to identify fluoride solutions and describe their use Written test B. The student will be able to identify dental team members permitted to administer topical flouride to patients C. The student will be able to name two adnormalities associated with improper fluoride dosage

UNIT: CHAIRSIDE PROCEDURES - CONTINUED

TOPIC: PROPHYLAXIS SET UP

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Prepare instruments and materials to be used during a dental prophylaxis II. Place instruments in order of usage III. Prepare various recall systems	Objectives 1. Identify instruments and materials to be used in prophylaxis set up 2. Recall systems a. telephone technique b. postcard technique c. letter technique 3. Sequence of instruments on dental tray	A. Vocabulary B. Functional reading skills C. Following directions D. Note taking E. Oral communication		A. Systems of body B. Psychology C. Diseases D. Waste disposal	A. The student will be able to describe a prophylaxis and identify materials used in a prophylaxis set up Written test B. The student will be able to identify and describe three recall systems Written test

UNIT: CHAIRSIDE PROCEDURES - CONTINUED

TOPIC: AMALGAM SET UP

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Place instruments and materials used in amalgam restorations on dental tray II. Amalgam instruments will be placed in order of usage III. Amalgam restorative material will be loaded using a squeeze cloth and amalgam well using appropriate safety attire and precautions IV. Assemble tofflemire for all quadrants of oral cavity	Amalgam set up 1. Instruments 2. Materials 3. Instrument sequence 4. Amalgam loading a. squeeze cloth b. amalgam well 5. Safety a. gloves b. mask 6. Tofflemire assembly a. matrix band b. retainer 7. Clean up	A. Functional reading skills B. Vocabulary C. Following directions D. Oral communication	A. Whole numbers B. Ratio and proportion	A. Matter B. Waste disposal	A. The student will be able to identify and describe the materials and instruments used in the amalgam set up Written test B. The student will be able to describe the proper sequences of amalgam instruments on the dental tray

UNIT: CHAIRSIDE PROCEDURES - CONTINUED

TOPIC: COMPOSITE SET UP

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Place and identify instruments used during a composite restoration on the dental tray II. Dispense and apply etchant, bonding agent and composite filling to a model tooth III. Cure composite and bonding agent using the light system IV. Clean and place all materials in proper container	Composite set up 1. Instruments 2. Materials 3. Instrument sequence 4. Placement and shaping of composite 5. Shade determination of composite restoration 6. Dispensing and application of a. tooth conditioner b. bonding agent c. composite filling 7. Curing light safety and usage 8. Finishing of composite restoration 9. Clean up	A. Functional reading skills B. Vocabulary	A. Whole numbers B. Ratio and proportion	A. Matter B. Waste disposal	A. The student will be able to identify and describe the materials and instrument used in a composite set up Written test B. The student will be able to describe the proper sequence of composite bonding Written test C. The student will be able to explain the importance of wearing special ray-block glasses when operating the bonding light

UNIT: CHAIRSIDE PROCEDURES - CONTINUED

TOPIC: ENDODONTIC SET UP

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Set up and describe all instruments and materials to be used during endodontic therapy II. Mix endodontic cement III. Measure files, reamers, and Gutta percha points with a millimeter ruler using rubber stops IV. Sterilize endodontic instruments using a hot bead sterilizer	A. Identification of endodontic instruments and materials B. Assisting in endodontic and related procedures 1. Anesthesia 2. Entry into canal 3. Irrigation and sterilization of canals 4. Chemical and mechanical debridement 5. Measurement of endodontic instruments and Gutta percha points 6. Filling the root canal 7. Temporary and permanent restorations a. cavit b. Gutta percha temporary stopping c. amalgam d. composite e. gold restorations f. dowls/posts g. crowns 8. Root canal cement 9. Hot bead sterilizer	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Following directions E. Note taking F. Oral communication	A. Whole numbers B. Weights and measurement C. Formulas	A. Cellular theory B. Systems of body C. Diseases D. Psychology E. Chemical reactions F. Waste disposal	A. The student will be able to explain the procedure for root canal therapy, pulpectomy, pulpotomy, apicoectomy, posterior root resection and bleaching non-vital teeth Written test B. The student will be able to discuss various restoration methods for endodontically treated teeth Performance test C. The student will be able to identify instruments and materials used in endodontic therapy Written test

UNIT: CHAIRSIDE PROCEDURES - CONTINUED

TOPIC: CROWN AND BRIDGE PREPARATION SET UP

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Describe and display all instruments and materials to be used in crown and bridge preparation II. Dispense retraction cord III. Dispense and mix elastometric impression material for tray and syringe IV. Mix alginate impression material and load impression tray V. Prepare bite registration material VI. Select shade of crown VII. Prepare material for temporary crown III. Mix temporary cement and load cement into temporary crown IX. Disinfect all impressions to be sent to dental lab	A. Identification of prosthetic instruments and materials B. Assisting in crown and bridge preparation 1. Anesthesia 2. Preparation 3. Impression taking 4. Bite registration 5. Shade selection 6. Temporization 7. Temporary cements C. Related terminology D. Clean up	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Following directions E. Note taking F. Oral communication	A. Whole numbers B. Formulas C. Weights and measures	A. Cellular theory B. Systems of body C. Psychology D. Chemical reactions E. Waste disposal	A. The student will be able to explain the procedure for crown and bridge preparation B. The student will be able to describe the proper sequence in fabricating a crown C. The student will be able to pass a written test on material contained in prosthetic unit

UNIT: CHAIRSIDE PROCEDURES - CONTINUED

TOPIC: CROWN AND BRIDGE TRY-IN OR COMPLETION

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Describe and display all instruments and materials used in crown and bridge try-in or completion visits II. Disinfect crown and bridge before try-in III. Clean temporary crown for reinsertion if necessary IV. Pass dental floss, articulating paper and other instruments and materials to dentist V. Mix temporary or permanent cement and load crown or bridge	A. Identify instruments and materials B. Assisting in crown and bridge try-in or cementation 1. Remove temporary crown or bridge 2. Disinfect permanent crown 3. Try-in for fit and color 4. Cementation with permanent or temporary cement C. Related terminology D. Clean up	A. Identifying main ideas B. Following directions C. Oral communication D. Note taking	A. Whole numbers B. Formulas	A. Cellular theory B. Systems of body C. Chemical reactions D. Waste disposal	A. The student will be able to explain the procedure for crown and bridge try-in or cementation B. The student will be able to describe the purpose and sequences in try-in or completion of crown and bridge C. The student will be able to pass a written test on all material in prosthetic unit

UNIT: CHAIRSIDE PROCEDURES - CONTINUED

TOPIC: ORAL SURGERY SET UP

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Set up instruments for open extraction II. Set up instruments for closed (simple) extraction III. Utilize aseptic technique in dental operatory	A. Oral surgery instruments 1. Periosteal elevator 2. Scalpel 3. Forceps 4. Rongeur 5. Curette 6. Hemostat 7. Needle holder 8. Hone file 9. Elevator 10. Surgical scissors 11. Tissue retractor 12. Mouth prop 13. Cheek and tongue retractor 14. Sutures 15. Surgical burs B. Surgical attire C. Clean up	A. Functional reading skills B. Vocabulary C. Following directions D. Oral communication	Whole numbers	A. Cellular theory B. System of body C. Diseases D. Psychology E. Waste disposal F. Nutrition	A. The student will be able to identify and describe the instruments used during surgical procedures Written test B. The student will be able to describe the proper sequence of instruments when performing various surgical procedures Written test C. The student will be able to explain the purpose of aspectic techniques in the dental office Written test

UNIT: CHAIRSIDE PROCEDURES - CONTINUED

TOPIC: PERIODONTAL TREATMENT SET UP

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Set up instruments for periodontal surgery	A. Periodontal probes B. Scalers C. Curettes D. Periodontal pocket marker E. Surgical hoes F. Periodontal knives G. Kirkland surgical instruments H. Sterile 2x2 gauze I. Clean up procedures J. Periodontal charting	A. Functional reading skills B. Vocabulary C. Following directions D. Oral communications	Whole numbers	A. Human anatomy B. Diseases C. Waste disposal	A. The student will be able to identify and describe instruments used during surgical procedures B. The student will be able to utilize the aseptic technique during dental procedures C. The student will be able to pass a written test

UNIT: CHAIRSIDE PROCEDURES - CONTINUED

TOPIC: HANDPIECES

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Identify contra-angle, prophy-angle and straight handpiece attachment II. Clean and lubricate the handpieces according to manufacturer's instructions III. Operate handpieces in a safe manner IV. Place rotary cutting instruments on handpieces V. Identify and describe stones, points, discs and wheels	A. Types of handpieces 1. Ultraspeed 2. Low speed a. contra-angle b. prophy-angle c. straight B. Function of handpieces C. Maintenance and care of handpieces D. Operation 1. Foot pedal 2. Rotary cutting 3. Angle placement on handpiece E. Rotary instruments 1. Stones a. mounted b. unmounted 2. Points 3. Discs 4. Wheels F. Bur material 1. Steel a. less expensive b. low speed 2. Tungston a. carbide b. high speed	A. Functional reading skills B. Vocabulary C. Note taking D. Spelling E. Oral communication	A. Whole numbers B. Weights and measurements	A. Chemical reactions B. Matter C. Waste disposal D. Psychology	A. The student will be able to name and describe the ultraspeed and low speed handpiece Written test B. The student will be able to explain the function of a handpiece Written test C. The student will be able to list the steps in maintaining the various handpieces Written test D. The student will be able to differentiate between the prophy angle, contra angle and straight handpiece Written test E. The student will be able to describe the use for stones, discs and wheels Written test

UNIT: FOUR-HANDED DENTISTRY

TOPIC: INSTRUMENT EXCHANGE

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Pass and receive instruments using one hand exchange and two hand exchange II. Spray air and water using the air/water syringe onto model III. Demonstrate the proper position for the operator and dental assistant in four handed dentistry	A. One hand exchange (left hand) 1. Pick-up fingers 2. Delivery fingers B. Two hand exchange C. Air/water syringe use D. Proper positioning for dentist, patient and assistant (all quadrants)	A. Functional reading skills B. Identifying main ideas C. Note taking D. Oral communication E. Vocabulary F. Problem solving		Anatomy	A. The student will be able to pass and receive instruments using one hand exchange and two hand exchange B. The student will be able to spray air and water using the air/water syringe onto model C. The student will be able to demonstrate the proper position for the operator and dental assistant in four handed dentistry

UNIT: FOUR-HANDED DENTISTRY - CONTINUED

TOPIC: ORAL EVACUATION

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Select, attach and demonstrate proper use of an oral evacuator II. Demonstrate the two proper methods of holding evacuator in right hand III. Sanitize and sterilize the oral evacuator tip and evacuation lines	A. Suction tip placement 1. Thumb-to-nose grasp 2. Pen grasp B. Use of right hand to hold evacuator C. Proper sanitization and sterilization technique 1. Oral evacuator tip 2. Evacuation hoses	A. Note taking B. Functional reading skills C. Following directions D. Vocabulary E. Problem solving F. Oral communication	Weights and measures	A. Anatomy B. Infection control C. Waste disposal	A. The student will be able to select, attach and demonstrate the proper use of an oral evacuator Performance test B. The student will be able to demonstrate the two proper methods of holding evacuator in right hand Performance test C. The student will be able to sanitize and sterilize the oral evacuator tip and evacuation lines Performance test

UNIT: FOUR-HANDED DENTISTRY - CONTINUED

TOPIC: RUBBER DAM SET-UP, PREPARATION, DELIVERY

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Prepare rubber dam and assist in the application of the rubber dam	A. Rubber dam set-up 1. Rubber dam 2. Forceps/clamp remover 3. Hole punch 4. Clamp a. winged b. wingless 5. Frame 6. Napkin B. Indication for use 1. Advantages 2. Disadvantages C. Sterilization of rubber dam set-up	A. Functional reading skills B. Following directions C. Oral communication D. Vocabulary		A. Anatomy B. Infection control C. Psychology	A. The student will be able to identify rubber dam set-up and describe indications for use of rubber dam in dental procedures Written test B. The student will be able to prepare rubber dam materials for use and assist with the application of rubber dam on model Performance test

UNIT: ANESTHESIA

TOPIC: SYRINGE ASSEMBLY AND PASSING SYRINGE

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Assemble syringe II. Needle preparation and disposal III. Pass the anesthetic syringe IV. Pass topical anesthetic solution	A. Syringe 1. Parts of syringe 2. Types of syringes 3. Syringe preparation 4. Needles a. hub b. gauge c. length 5. Carpules B. Care of used needles - disposal methods C. Syringe sterilization D. Passing the anesthetic syringe	A. Functional reading skills B. Oral communication C. Note taking D. Vocabulary E. Following directions	A. Whole numbers B. Ratio and proportion	A. Anatomy B. Waste disposal C. Infection control D. Psychology	A. The student will be able to name and describe the dental anesthetic syringe (conventional and aspirating) Written test B. The student will be able to prepare syringe for use by dentist Performance test C. The student will be able to describe the parts of the needle and indications for use Written test D. The student will be able to prepare and identify carpule for injection by dentist Performance test E. The student will be able to dispose of used needles and carpules according to hazardous waste disposal plan Performance test F. The student will be able to pass the dental syringe to the operator using proper technique Performance test G. The student will be able to pass a written test on the above items

UNIT: ANESTHESIA - CONTINUED

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Anesthesia B. Types of anesthesia C. Anesthetics D. Analgesia E. Post-operative effects F. Contraindications G. Methods of injection for oral local anesthesia 1. Block 2. Infiltration 3. Intraligamentary	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Oral communication E. Signal words F. Test taking skills		A. Human anatomy B. Diseases C. Psychology D. Chemical reactions	A. The student will be able to set-up, identify and assist in the demonstration of local anesthetic administration Performance test B. The student will be able to define and give examples of various forms of anesthesia on a written test C. The student will be able to identify common side effects and contraindications of use for dental anesthesia on a written test

UNIT: OPERATIVE

TOPIC: CAVITY PREPARATION

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Identify the types of burs and describe their use II. Identify hand instruments and describe their use III. Use bur brush to sanitize burs IV. Sterilize burs and hand instruments	A. Rotary instruments 1. Burs a. fissure b. round c. inverted cone d. diamond stone 2. Parts of burs 3. Function of burs B. Hand instruments 1. Excavator 2. Chisel 3. Hatchet 4. Hoe 5. Gingival margin trimmer 6. Parts of hand instruments C. Maintenance of burs and instruments D. Cavity preparation terminology 1. Outline form 2. Retention 3. Enamel wall 4. Resistance form 5. Dovetail 6. Margin 7. Undercut 8. Caries E. Cavity classifications	A. Functional reading skills B. Vocabulary C. Interpretation of diagrams D. Spelling E. Note taking	Whole numbers	A. Cellular theory B. Skeletal system	A. The student will be able to identify the basic parts of burs and hand instruments Written test B. The student will be able to describe the proper maintenance steps for instruments and burs (sharpening and cleaning) Written test C. The student will be able to define cavity preparation terms Written test D. The student will be able to state the five cavity classifications and give an example of each Written test

UNIT: RADIOLOGICAL STUDIES

TOPIC: X-RAYS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Place intra oral film on dental manniquin II. Mount a full mouth series of film	A. History and principals of dental radiography B. Purpose of x-rays C. X-ray safety D. Related terminology E. Types of x-rays and uses 1. Intra oral a. periapical b. bitewing c. occlusal d. pediatric 2. Extra oral a. panoramic b. cephalometric F. Regulations for patient exposure G. Dental assistant radiology license requirements H. Mounting radiographs and labeling I. Anatomical landmarks J. Effects of overexposure to radiation K. Bisected angle technique L. Paralleling technique	A. Functional reading skills B. Outlining C. Note taking D. Oral communication E. Vocabulary		A. Skeletal system B. System of body C. Diseases D. Waste disposal	A. The student will be able to list and define related terminology Written test B. The student will be able to identify various types of x-ray film and state indications for use Written test C. The student will be able to state patient safety precautions to be undertaken D. The student will be able to state the requirements necessary to obtain a New Jersey State Radiology License E. The student will be able to label a diagram using anatomical landmarks F. The student will be able to state four undesirable affects due to overexposure to radiation Written test G. The student will be able to list safety precautions necessary for the dental assistant Written test

UNIT: RADIOLOGICAL STUDIES - CONTINUED

TOPIC: X-RAY PROCESSING

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Process a radiograph using the time/ temperature method in the manual processing tank II. Process a radiograph using the automatic processing machine III. Mix and change developing and fixing solutions in manual and automatic processes	A. Manual x-ray tank - time/ temperature method B. Automatic processing C. Mixing and changing of processing solutions D. Common processing faults	A. Functional reading skills B. Note taking C. Oral communication D. Vocabulary		A. Skeletal system B. Chemical reactions C. Applied chemistry D. Waste disposal	A. The student will be able to state the steps in processing a radiograph manually and automatically Written test B. The student will be able to describe the process of changing and replenishing solutions Written test C. The student will be able to spot processing errors by viewing processed radiographs

UNIT: CEMENTS AND BASES

TOPIC: CAVITY VARNISHES, LEVERS AND BASES

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Apply cavity varnish on prepared tooth II. Mix and apply calcium hydroxide on prepared tooth III. Prepare cement base	A. Cavity varnish 1. Indications for use 2. Application B. Cavity liner 1. Calcium hydroxide 2. Advantages of use 3. Mixing and application C. Cement base 1. Advantages 2. Application	A. Functional reading skills B. Identifying main ideas C. Note taking D. Oral communication	A. Ratio and proportion B. Formulas	A. Anatomy B. Chemical reactions C. Applied chemistry	A. The student will be able to mix and apply cavity varnish and levers to prepared tooth Performance test B. The student will be able to describe the purpose of using cavity liners and bases on a written test

UNIT: CEMENTS AND BASES - CONTINUED

TOPIC: TYPES OF CEMENTS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Mix cements A. Glass ionomer B. Polycarboxylate C. Zinc phosphate D. Zinc oxide eugenol II. Demonstrate proper clean-up techniques after mixing all cements	A. Types of cements and indication for the use of luting agents 1. Glass ionomer 2. Polycarboxylate (zinc polyacrylate) 3. Zinc phosphate 4. Zinc oxide eugenol B. Mixing techniques C. Clean-up procedures	A. Functional reading skills B. Following directions C. Oral communication D. Vocabulary	A. Whole numbers B. Common fractions C. Percentages D. Ratio and proportion	A. Chemical reactions B. Applied chemistry C. Heat	A. The student will be able to mix dental cements for use as a base or as a luting agent Performance test B. The student will be able to describe the various chemical compositions of dental cements and indications for use on a written test C. The student will be able to display appropriate clean-up procedures for each cement Performance test

UNIT: DENTAL MATERIALS

TOPIC: IMPRESSION MATERIALS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Mix and prepare alginate or polyether impression material II. Select and prepare tray with adhesive if necessary III. Obtain an accurate impression of a dento form model IV. Load impression syringe with impression material V. Clean up work area	A. Definition of impression B. Types of impression materials 1. Alginate a. properties of alginate b. mixing procedure 2. Hydrocolloid - properties of hydrocolloid 3. Rubber base (elastometric) a. polysulfide b. silicone c. polyether d. properties of above materials C. Impression trays - types 1. Metal 2. Plastic 3. Full arch or sectional D. Clean up E. Technique in impression taking F. Syringe loading G. New Jersey State Dental Practice Act	A. Functional reading skills B. Vocabulary C. Following directions D. Oral communications	A. Whole numbers B. Percentages C. Formulas	A. Muscles B. Skeletal system C. Psychology D. Waste disposal	A. The student will be able to state the physical properties of irreversible hydrocolloids B. The student will be able to list the advantages and disadvantages of each impression material studied C. The student will be able to explain the handling, preparation and storage of impression materials D. The student will be able to list the procedure for tray selection E. The student will be able to pass a written test on the above material

UNIT: DENTAL MATERIALS - CONTINUED

TOPIC: GYPSUM PRODUCTS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Mix plaster of paris and Class I stone in rubber bowl II. Pour gypsum into prepared impression using proper technique III. Fabricate base using accepted methods IV. Clean up work area V. Pull model when completely set	A. Definition of gypsum B. Types of gypsum 1. Plaster of paris 2. Class I stone 3. Class II stone C. Properties of each class D. Definition and use for model E. Mixing technique F. Base pouring techniques 1. Inverted method 2. Boxed method G. Care and storage of gypsum products H. Clean up procedure	A. Functional reading skills B. Following directions C. Vocabulary D. Problem solving	A. Whole numbers B. Percentages C. Ratio and proportion D. Formulas	A. Matter B. Chemical reactions C. Skeletal system	A. The student will be able to identify the physical properties of each type of gypsum B. The student will be able to list the steps in pouring a dental model C. The student will be able to state two methods of pouring gypsum bases D. The student will be able to describe two uses for a dental model E. The student will be able to pass a written test on the above material

UNIT: DENTAL MATERIALS - CONTINUED

TOPIC: AMALGAM RESTORATIONS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Demonstrate proper mixing and handling of amalgam II. Observe good mercury hygiene when working with amalgam	A. Composition of amalgam 1. Alloy 2. Mercury B. Trituration technique C. Preparation of amalgam 1. Alloy and mercury 2. Premade capsule 3. Self-contained amalgamator D. Hazards - mercury 1. Proper attire 2. No touch technique 3. Amalgam removal technique 4. Proper disposal E. Advantages and disadvantages of amalgam restorations	A. Functional reading skills B. Vocabulary C. Following directions D. Oral communication	A. Whole numbers B. Percentages C. Weights and measures D. Formulas	A. Matter B. Waste disposal C. Chemical reactions D. Systems of body	A. The student will be able to state the composition of alloy B. The student will be able to list and describe the form in which amalgam may be supplied to the dental office C. The student will be able to describe the importance of following proper safety recommendations when handling amalgam D. The student will be able to list the advantages and disadvantages of amalgam material E. The student will be able to pass a written test on the above material

UNIT: DENTAL MATERIALS - CONTINUED

TOPIC: COMPOSITE RESIN RESTORATIONS/COSMETIC DENTISTRY

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Demonstrate proper preparation of materials II. Select shade from shade guide to match patients' teeth III. Cure composite using visable light system, wearing rayblock glasses IV. Mix composite bonding cement	A. Composition of composite, bonding agent and etchant B. Advantages and disadvantages of composite material C. Preparation of materials and shade selection D. Light cure method and chemical cure method E. Safety - polymerization light (rayblock glasses) F. Options in cosmetic dentistry 1. Porcelain veneers 2. Dicor crowns 3. Bonded bridges G. Composite bonding cements H. Congenital malformations of teeth	A. Functional reading skills B. Vocabulary C. Following directions D. Oral communication	A. Whole numbers B. Percentages C. Weights and measures D. Formulas	A. Matter B. Waste disposal C. Chemical reactions D. System of body E. Light	A. The student will be able to state the components of composite, bonding agent and etchant B. The student will be able to describe the two curing methods C. The student will be able to explain the purpose of wearing rayblock glasses when curing D. The student will be able to list five conditions where cosmetic dentistry would be indicated E. The student will be able to define veneer, crown and Maryland bridge F. The student will be able to pass a written test on the above material

UNIT: DENTAL SPECIALTIES

TOPIC: ORAL SURGERY

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Perform a surgical scrub	A. Definition of oral surgery - maxillo (facial surgery) B. Indications for oral surgery C. Contraindications for electrive oral surgery D. Sedation for sugrical procedures 1. Types of drugs 2. Methods of administering sedation 3. Premedication 4. Post medication E. Biopsy procedures 1. Incisional 2. Excisional 3. Exfoliative F. Surgical procedures 1. Closed (simple) extraction 2. Open (complex) extraction 3. Dry socket 4. Apicoectomy 5. Immediate dentures 6. Implants G. Suture placement and removal H. Post-op procedures	A. Functional reading skills B. Vocabulary C. Note taking D. Oral communication	Whole numbers	A. Cellular theory B. Systems of body C. Diseases D. Psychology E. Waste disposal F. Nutrition	A. The student will be able to define oral surgery and maxillo facial surgery B. The student will be able to state three indications for oral surgery and three contraindications for oral surgery C. The student will be able to name the drugs used in premedication and post medication D. The student will be able to name four methods of administering sedation E. The student will be able to explain the procedure of obtaining a biopsy specimen F. The student will be able to name five surgical procedures performed by an oral surgeon G. The student will be able to describe the post-operative visit and the suture removal procedure H. The student will be able to pass a written test on the above material

UNIT: DENTAL SPECIALTIES - CONTINUED

TOPIC: ENDODONTICS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Define endodontics B. Indications for endodontic treatment C. Contraindications for endodontic treatment D. Pulpalgia 1. Hyperemic pulp 2. Necrotic pulp 3. Traumatic pulp E. Abscess F. Cyst G. Fistula H. Apicoectomy I. Endodontic instruments J. Care and sterilization of endodontic instruments K. Rubber dam L. Irrigating solutions 1. Peroxide 2. Sodium hipochlorite M. Medicaments 1. Beechwood creosote 2. Formocresol 3. Phenol (carbolic acid) 4. Polyantibiotic pastes N. Tooth examination 1. Percussion 2. Palpation 3. Mobility 4. Pulp vitality tester O. Pulpotomy P. Root resection Q. Bleaching teeth R. Pulp capping 1. Direct 2. Non direct	A. Functional reading skills B. Vocabulary C. Following directions D. Note taking E. Oral communication	A. Whole numbers B. Graphs	A. Cellular theory B. Systems of body C. Diseases D. Chemical reactions	A. The student will be able to define endodontics as a speciality B. The student will be able to give four indications and contraindications for root canal therapy C. The student will be able to identify related endodontic terminology D. The student will be able to list the steps in proper maintenance and sterilization of endodontic instruments E. The student will be able to name two irrigating solutions F. The student will be able to identify two medicaments used in root canal therapy G. The student will be able to list four methods of diagnosis to determine pulpal vitality H. The student will be able to state the procedure for the following 1. Pulpotomy 2. Apicoectomy 3. Root resection 4. Bleaching teeth 5. Pulp capping I. The student will be able to pass a written test on the above material

UNIT: DENTAL SPECIALITIES - CONTINUED

TOPIC: FIXED PROSTHODONTICS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Fabricate an acrylic temporary crown II. Fabricate a custom tray on one quadrant of the mouth using acrylic III. Fabricate a full arch custom tray using the vacuum forming machine IV. Take a bite registration using wax on a dentoform model	A. Definition of fixed prosthodontics B. Indications for fixed prosthodontics C. Contraindications for fixed prosthodontics D. Types of crowns/bridgework 1. All gold 2. Porcelain fused 3. All porcelain 4. Gold acrylic 5. Dicor - glass 6. Stainless steel E. Pin retained post and core F. Dowl or post G. Gold inlay or onlay H. Temporary crown 1. Custom acrylic 2. Polycarbonate 3. Aluminum shell I. Gingival retraction J. Impression taking K. Custom tray formation 1. Acrylic 2. Vacuum formed L. Bite registration M. Counter model N. Related terminology O. Preparation of teeth for crown and bridgework P. Cementation 1. Temporary 2. Permanent Q. Try-in procedures 1. Metal framework or casting 2. Bisquit bake on porcelain 3. Glaze R. Maryland bridge (bonded bridges)	A. Functional reading skills B. Vocabulary C. Note taking D. Oral communication	A. Whole numbers B. Percentages C. Fractions	A. Cellular theory B. Systems of body C. Psychology D. Waste disposal	A. The student will be able to define fixed prosthodontics B. The student will be able to list four indications and contraindications for fixed prosthetics C. The student will be able to name five types of crowns and bridgework D. The student will be able to compare a pin retained core to a dowl E. The student will be able to identify three types of temporary crowns and state advantages and disadvantages of each F. The student will be able to describe the purpose of gingival retraction G. The student will be able to describe the preparation procedure for teeth to be crowned H. The student will be able to name and describe three try-in stages for crown and bridgework I. The student will be able to write and relate about bonded bridges and their advantages J. The student will be able to pass a written test on the above items and terminology

UNIT: DENTAL SPECIALITIES - CONTINUED

TOPIC: REMOVABLE PROSTHODONTICS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Define removable prosthodontics B. Extra oral factors 1. Age 2. Metal - physical health 3. Socio-economic background C. Intra oral factors 1. Musculature function 2. Salivary glands 3. Alveolar ridge 4. Muscosa D. Partial prosthesis - precision partial denture E. Full prosthesis - overdenture	A. Functional reading skills B. Vocabulary C. Note taking D. Oral communication	A. Whole numbers B. Percentages C. Fractions	A. Cellular theory B. Systems of body C. Psychology D. Waste disposal	A. The student will be able to define removable prosthodontics B. The student will be able to name and describe three extra oral and three intra oral factors to be considered when recommending types of prosthetic devices C. The student will be able to name the parts of a partial denture D. The student will be able to compare a precision partial to a conventional denture E. The student will be able to describe a full denture F. The student will be able to compare a conventional full denture to an overdenture G. The student will be able to pass a written test on the above information

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Mix periodontal dressing II. Identify materials and agents used in periodontal treatment III. Assist in the examination of the oral cavity	A. Definition of periodontics B. Indications for periodontal treatment C. Contraindications for periodontal treatment D. Plaque E. Calculus 1. Supra gingival 2. Subgingival F. Materials and agents used in periodontal treatment 1. Tranquilizers 2. Anti-infectants 3. Topical anesthetics 4. Periodontal dressing G. Desensitizing agents 1. Fluoride 2. Dentifrices H. Examination of oral cavity 1. Bruxism 2. Fibroma 3. Hamangioma 4. Granuloma 5. Pericoronitis 6. Periodontal pocket I. Scaling, curettage and root planing J. Gingivectomy K. Gingivoplasty L. Frenectomy/Frenotomy M. Osteoplasty N. Root resection O. Splinting P. Electrosurgery	A. Functional reading skills B. Vocabulary C. Note taking D. Oral communications	A. Whole numbers B. Fractions	A. Cellular theory B. Systems of body C. Diseases D. Psychology E. Nutrition F. Human anatomy G. Waste disposal	

UNIT: THE DENTAL OFFICE ASSISTANT

TOPIC: FINANCIAL RESPONSIBILITIES

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Bill patients	A. Determine the fee	A. Functional reading skills	A. Whole numbers	Psychology	A. The student will be able to explain how the fee for services are determined by the dentist
II. Record financial transactions	B. Fee schedules C. Discussing the fee D. Recording check, cash and insurance payments	B. Note taking C. Vocabulary	B. Common fractions C. Decimals D. Percentages		B. The student will be able to explain three circumstances which would require a fee adjustment C. The student will be able to record all financial transactions using a one write system
III. Prepare a daily log sheet that includes charges, payments and service rendered with 100% accuracy	E. Fee adjustments F. Daily log sheet G. Ledger cards H. One write systems I. Super bills J. Itemized bills				D. The student will be able to list three billing methods
IV. Use a calculator to calculate balances	K. Billing methods L. Related terminology				

UNIT: THE DENTAL OFFICE ASSISTANT - CONTINUED

TOPIC: DENTAL HEALTH INSURANCE

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Complete dental insurance form during classroom simulation II. Record date of insurance submission on chart	A. History of dental insurance B. Types of programs 1. Delta Dental Plans - Dental Service Corporations 2. Blue Cross and Blue Shield 3. Commercial insurance companies 4. Union dental clinics 5. HMO 6. Government programs C. Coverage/payment of benefits 1. UCR 2. Schedule of allowances D. Procedure codes E. Completing forms F. Coinsurance G. Deductibles H. Maximums	A. Functional reading skills B. Vocabulary C. Note taking	A. Whole numbers B. Common fractions C. Decimals	Psychology	A. The student will be able to list and define four types of insurance programs Written test B. The student will be able to list and explain ten insurance terms Written test C. The student will be able to discuss payment for services using a UCR schedule of benefits Written test

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Definition of recall B. Preventive dentistry C. Good business practice D. Provides service to patients E. Telephone technique F. Postcard technique	A. Oral communication B. Vocabulary C. Writing skills D. Functional reading skills E. Following directions F. Note taking		Psychology	A. The student will be able to explain a recall system Written test B. The student will be able to list and explain three types of recall systems Written test C. The student will be able to explain the importance of recall Written test

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Remain calm B. Identify patient and patient's symptoms C. Questioning techniques acute/chronic D. Discuss patient's symptoms with doctor E. Office procedure manual F. Good Samaritan Act	A. Oral communication B. Vocabulary C. Following directions D. Note taking E. Identify main ideas		A. Psychology B. System of body C. Diseases	A. The student will be able to explain chronic and acute Written test B. The student will be able to explain the importance of an office procedure manual Written test C. The student will be able to explain the Good Samaritan Act Written test D. The student will be able to explain the importance of discussing emergencies with the doctor Written test

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Outline an appointment book II. Schedule appointments III. Mechanics of patient scheduling IV. Cancelling appointments	A. Appointment book 1. Guidelines 2. Daily journals/ Week-at-a-glance 3. Allotment of time 4. Outlining the book 5. Double-booking 6. Buffer zones 7. Permanent record B. Appointments 1. Dentist's schedule 2. Patient's need 3. Working time requirements for various appointments 4. Common abbreviations used in appointment book 5. Reason for appointment 6. Urgency of appointment C. Mechanics of scheduling 1. Obtaining patient information 2. Type of visit (new patient - revisit) 3. Purpose of visit 4. Duration of appointment 5. Appointment card 6. Verify information 7. Confirming new patient appointments D. Cancellations 1. Importance of maintaining patient treatment 2. Offer new appointment 3. Schedule new appointment 4. Record cancellation in appointment book	A. Functional reading skills B. Following directions C. Oral communication D. Note taking E. Vocabulary F. Identifying main ideas	A. Estimating B. Whole numbers C. Common fractions	Psychology	A. The student will be able to compare the daily journal to a week-at-a glance appointment book B. The student will be able to outline an appointment book with moderate skill during a performance test C. The student will be able to outline an appointment book for a given office schedule during simulation D. The student will be able to name and list the working time requirements for three types of appointments E. The student will be able to write the question to be used to determine the urgency of an appointment F. The student will be able to write three types of appointments and write an appointment card during classroom simulation G. The student will be able to write a correct dental appointment in the appointment book during a performance test H. The student will be able to explain the importance of confirming new patient appointments I. The student will be able to select and write a new appointment and record a cancelled appointment in the appointment book during classroom simulation J. The student will be able to write a cancellation with moderate skill during a performance test K. The student will be able to pass a written test on

UNIT: THE DENTAL OFFICE ASSISTANT - CONTINUED

TOPIC: TELEPHONE PROCEDURES

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Telephone procedures II. Recording telephone messages III. Screening telephone calls	A. Procedures 1. Main channel of communication/lifeline 2. Rules of the telephone 3. Telephone personality 4. Telephone etiquette B. Recording 1. Telephone log 2. Telephone message book 3. Items of information 4. Verifying information C. Screening 1. Dentist's expectation 2. Efficient dental assistant 3. Questioning techniques 4. Incoming calls the assistant can process 5. Special cases a. another dentist or physician b. difficult caller c. emergency calls 6. Telephone answering services	A. Functional reading skills B. Identify main ideas C. Outlining D. Note taking E. Oral communication F. Vocabulary G. Following directions		Psychology	A. The student will be able to list the rules of the telephone B. The student will be able to explain the importance of telephone personality C. The student will be able to explain the purpose of a telephone log and message book D. The student will be able to write a telephone message with seven items of information during classroom simulation E. The student will be able to write a telephone message with moderate skill during a performance test F. The student will be able to list four questions that can be used to screen telephone calls G. The student will be able to list calls the assistant can process H. The student will be able to list calls for the dentist I. The student will be able to list two options that can be employed to deal with a difficult caller J. The student will be able to screen a telephone call with moderate skill during a performance test K. The student will be able to explain the importance of a telephone answering service L. The student will be able to pass a written test on the above material

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Filing patient records	A. Define indexing B. Identify four basic filing C. Identify proper order of filing within patient record D. Various types of filing equipment E. Active, inactive and closed files F. Retention of medical records	A. Functional reading skills B. Following directions C. Vocabulary	A. Whole numbers B. Decimals		A. The student will be able to file patient records alphabetically with moderate skill Performance test B. The student will be able to file patient records numerically Performance test C. The student will be able to file eighteen index cards alphabetically during classroom simulation D. The student will be able to explain four types of filing equipment Written test E. The student will be able to explain retention of medical records Written test

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Processing the mail	A. Categories of mail received in medical office B. Types of mail processed by the assistant C. Items of mail for the dentist D. Personal and confidential E. Mail classifications F. Postal services G. Vacation mail	A. Functional reading skills B. Following directions C. Outlining D. Note taking	A. Whole numbers B. Common fractions C. Decimals		A. The student will be able to sort items received in the mail for receptionist and dentist Written test B. The student will be able to list five mail classifications Written test C. The student will be able to explain the procedure for mail Written test

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Handling petty cash fund	A. Definition of petty cash B. Purpose C. Vouchers	A. Functional reading skills B. Following directions C. Vocabulary	A. Whole numbers B. Common fractions C. Decimals		A. The student will be able to construct six petty cash vouchers during classroom simulation B. The student will be able to prepare a check to replenish petty cash fund during classroom simulation C. The student will be able to record amount of petty cash check in check register during classroom simulation

TOPIC: BANK DEPOSIT SLIP

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Prepare a bank deposit slip	A. Identify deposit slip B. Identify parts of deposit slip C. Procedure for completing D. Recording in check register E. Accuracy	A. Functional reading skills B. Vocabulary C. Following directions	A. Whole numbers B. Common fractions C. Percentages		A. The student will be able to prepare two bank deposit slips during classroom simulation B. The student will be able to prepare a bank deposit slip with 100% accuracy Performance test

UNIT: MEDICAL EMERGENCIES

TOPIC: FIRST AID

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Trendelenburg position II. Use of an ammonia inhalant for syncope	A. Symptoms of various emergencies B. First aid for various emergencies C. Related terminology D. Emergency services E. Injuries to staff F. Emergency equipment	A. Functional reading skills B. Outlining C. Note taking D. Vocabulary		A. Skeletal system B. Muscles C. Systems of body D. Diseases E. Psychology	A. The student will be able to explain the symptoms of the following on a written test 1. Diabetic coma 2. Insulin shock 3. Convulsion 4. Syncope 5. Heart attack 6. Anaphylactic shock 7. Stroke 8. Epileptic seizure 9. Abrasion 10. Laceration 11. Sprain 12. Dislocations 13. Fracture B. The student will be able to explain the first aid treatment for the above symtoms on a written test

UNIT: MEDICAL EMERGENCIES - CONTINUED

TOPIC: CARDIOPULMONARY RESUSCITATION

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Give cardiopulmonary resuscitation	A. Respiratory emergencies B. Seriousness of respiratory emergencies C. CPR procedure 1. Adult 2. Child	A. Following directions B. Oral communication		A. Skeletal system B. System of body	A. The student will be able to give CPR to an adult with 100% accuracy during a performance test by a certified instructor B. The student will be able to give CPR to a child with 100% accuracy during a performance test by a certified instructor
II. Remove an obstruction in airway	A. Respiratory emergency B. Seriousness of obstruction of airway C. Symptoms of obstruction D. Procedure 1. Back blows 2. Abdominal thrust	A. Following directions B. Oral communication		A. System of body B. Skeletal system	The student will be able to remove an obstruction from an airway with 100% accuracy during a performance test by a certified instructor

UNIT: MEDICAL EMERGENCIES - CONTINUED

TOPIC: MOUTH TO MOUTH RESUSCITATION

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Give mouth to mouth resuscitation	A. Respiratory emergencies B. Seriousness of respiratory C. Mouth to mouth resuscitation D. Procedure 1. Adult 2. Child	A. Following directions B. Oral communication		A. System of body B. Skeletal system	The student will be able to perform mouth to mouth resuscitation on an adult and a child with 100% accuracy during a performance test by a certified instructor

UNIT: VITAL SIGNS

TOPIC: TEMPERATURE

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Measure oral temperature with mercury thermometer	A. Definition of temperature B. Normal temperature 1. Oral 2. Rectal 3. Axielary C. Thermometer types and designs D. Recording measurements E. Care of thermometer	A. Functional reading skills B. Following directions C. Oral communication	A. Whole numbers B. Decimals C. Measurement	A. Psychology B. Diseases C. System of body	A. The student will be able to explain how temperature is controlled Written test B. The student will be able to explain the cleansing and storing of thermometers Written test

UNIT: VITAL SIGNS - CONTINUED

TOPIC: PULSE, RESPIRATION AND BLOOD PRESSURE

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Identify four vital signs II. Measure a radial pulse III. Measure respirations IV. Measure a blood pressure	A. Vital signs/body functions B. Abbreviations C. Record findings D. Pulse 1. Definition 2. Points 3. Rate 4. Characteristics 5. Procedures for measuring a radial pulse 6. Recording measurement 7. Normal values 8. Factors that influence rate E. Respiration 1. Definition 2. Quality 3. Rate 4. Procedure for measuring respiration 5. Recording measurement 6. Factors that influence rate 7. Abnormal breathing patterns 8. Normal respirations 9. Related terminology F. Blood pressure 1. Definition 2. Maintaining blood pressure 3. Normal blood pressure 4. Equipment used to obtain a blood pressure 5. Related terminology 6. Recording blood pressure 7. Accuracy	A. Functional reading skills B. Vocabulary C. Note taking skills D. Following directions E. Oral communication F. Writing skills	A. Whole numbers B. Measurements	A. System of the body B. Diseases C. Psychology	A. The student will be able to name four vital signs and explain the body function that is being measured B. The student will be able to explain pulse, respiration and blood pressure C. The student will be able to measure a radial pulse, respiration and blood pressure with moderate skill on a D. The student will be able to name five pulse points on a written test E. The student will be able to name five factors that influence heart rate on a written test F. The student will be able to explain when measuring a radial pulse rate is not appropriate on a written test G. The student will be able to explain pulse deficit and its significance on a written test H. The student will be able to explain four abnormal breathing patterns on a written test I. The student will be able to explain how blood pressure is maintained in the body on a written test J. The student will be able to write the normal blood pressure of an adult on a written test K. The student will be able to explain the terms hypertension and hypotension on a written test

UNIT: INVENTORY AND SUPPLY ORDERING CONTROL

TOPIC: EQUIPMENT WARRANTIES/IN-OFFICE REPAIRS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Read a warranty card II. Complete a warranty card to register equipment	A. Warranty - purpose 1. Registration of equipment 2. Guarantee of equipment 3. Expiration date 4. Service contract 5. Serviceman B. In-office repairs 1. Preventive maintenance 2. Troubleshooting a. light bulbs b. fuses c. reset button d. circuit breaker e. fuse box f. frayed cord	A. Functional reading skills B. Vocabulary C. Inferences D. Note taking E. Oral communication	Whole numbers		A. The student will be able to state the importance of completing warranty cards to register equipment Written test B. The student will be able to explain the term service contract Written test C. The student will be able to demonstrate a knowledge of checking all possible causes of equipment failure prior to calling service repairman Performance test

UNIT: THE SPECIAL PATIENT

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Teach preventive dentistry techniques to a child in a nursery school environment	A. The child patient B. The geriatric patient C. Handicapped patient 1. Learning disabled child 2. Retarded patient 3. Down's Syndrome patient 4. Cleft palate patient 5. Cerebral palsy patient 6. Epileptic patient 7. Blind patient 8. Hearing impaired patient	A. Functional reading skills B. Vocabulary C. Following directions D. Problem solving E. Oral communications		A. Human anatomy B. Psychology C. Diseases	A. The student will be able to describe the special needs of the patients studied in this unit B. The student will be able to relate special psychology techniques to be utilized by the dental staff during treatment of a special patient C. The student will be able to pass a written test on information contained in this unit

UNIT: PHARMACOLOGY

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Define pharmacology B. Brand names versus generic drugs C. Prescription drugs D. Drugs and the telephone E. Recording prescriptions F. Drug administration routes 1. Orally 2. Injection 3. Sublingually 4. Inhalation 5. Topically 6. Rectally G. Terminology of drug effects H. Analgesics I. Antibiotics J. Vasoconstrictors	A. Following directions B. Functional reading skills	A. Weights and measurements B. Whole numbers C. Decimals D. Fractions	A. Waste disposal B. Human anatomy C. Psychology	A. The student will be able to define pharmacology B. The student will be able to list and identify six drug administration routes C. The student will be able to define ten pharmacology terms on a written test D. The student will be able to describe the use of analgesics, antibiotics and vasoconstrictors on a written test E. The student will be able to pass a written test on the pharmacology unit